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ABSTRACT

This booklet is designed to assist British further education college managers responsible for quality assurance, human resources management (HRM), human resources development (HRD), corporate development, strategic planning, staffing/personnel, and curriculum in using national standards for HRM and HRD in further education. A synopsis, users' guide, and introduction begin the guide. The following topics are among those discussed: national standards (their derivation and use as an analytical tool); using national standards for purposes of HRM (uses and abuses of standards and the role of HRM and HRD in strategic planning); setting organizational context (the learning organization, college staff as learners, and use of standards in staff development); common processes and systems (the assessment model, mentor role, documentation and recording systems); portfolios of evidence (format and presentation, portfolio assessment process, evidence quality and sources); and role profiles and job descriptions (analyzing and describing functions, standards-based role portfolios and job descriptions, core competences for staff). Appended are national standards defined by the National Council for Vocational Qualifications and the National Standard for Effective Investment in People. Contains a list of 16 resource organizations and a 55-item bibliography. (MN)

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STANDARDS *IN ACTION*

Using National Standards for Human Resource Management and Development in Further Education

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STANDARDS IN ACTION

This pack is divided into a series of five booklets. Detailed contents lists are provided at the beginning of each booklet.

BOOKLET ONE: LAYING THE FOUNDATIONS

- provides an introduction to national standards and describes how national standards can be used to harmonise college strategic planning, quality assurance and human resource management cycles;
- introduces the principles, processes and roles common to the use of standards for a variety of HRM and HRD purposes;
- resources: an index to further reading and sources of information is provided.

BOOKLET TWO: USING NATIONAL STANDARDS IN APPRAISAL

- describes how relevant national standards can be used as a practical tool within the appraisal process and to make clear links between appraisal and HRD.

BOOKLET THREE: ASSESSOR AND INTERNAL VERIFIER AWARDS

- provides practical information and suggestions to assist colleges in ensuring that as many staff members as necessary, are trained and certificated as assessors and internal verifiers.

BOOKLET FOUR: STANDARDS-BASED MANAGEMENT DEVELOPMENT

- describes how Management Standards can be used to develop and accredit management competence within colleges.

BOOKLET FIVE: STANDARDS-BASED INITIAL TEACHER TRAINING

- explores the use of national standards (TDLB and MCI) to structure work-based initial teacher training.

A note on terminology

*The term **accreditation** is commonly used to denote the achievement of qualifications by individuals. However, **accreditation** has also been adopted as the technical term to denote approval by an 'accrediting body' (e.g. NCVQ, SCOTVEC) of qualifications put forward by awarding bodies, and approval of an awarding body to offer, administer and maintain the quality of specified qualifications. For this reason the accrediting bodies are currently encouraging a shift in the use of terminology, so that:*
***certification** will be used to denote achievement of qualifications by individuals*

and

***accreditation** will be used to denote the approval and quality control role of accrediting bodies.*

To avoid confusing readers, and in recognition of current usage, the use of the term **accreditation** to describe the achievement of qualifications has generally been retained in this publication, with the exception of Booklet Three. Since *Booklet Three: Assessor and Internal Verifier Awards* is specifically concerned with enabling staff to achieve certificates of unit credit, the term **certificated** has been used.

The extent to which individual readers will be familiar with national standards will vary. Some basic background information has therefore been included. We hope that the presentation of the material will enable individual users to find their way efficiently to the sections of interest to them.

STANDARDS *IN ACTION*

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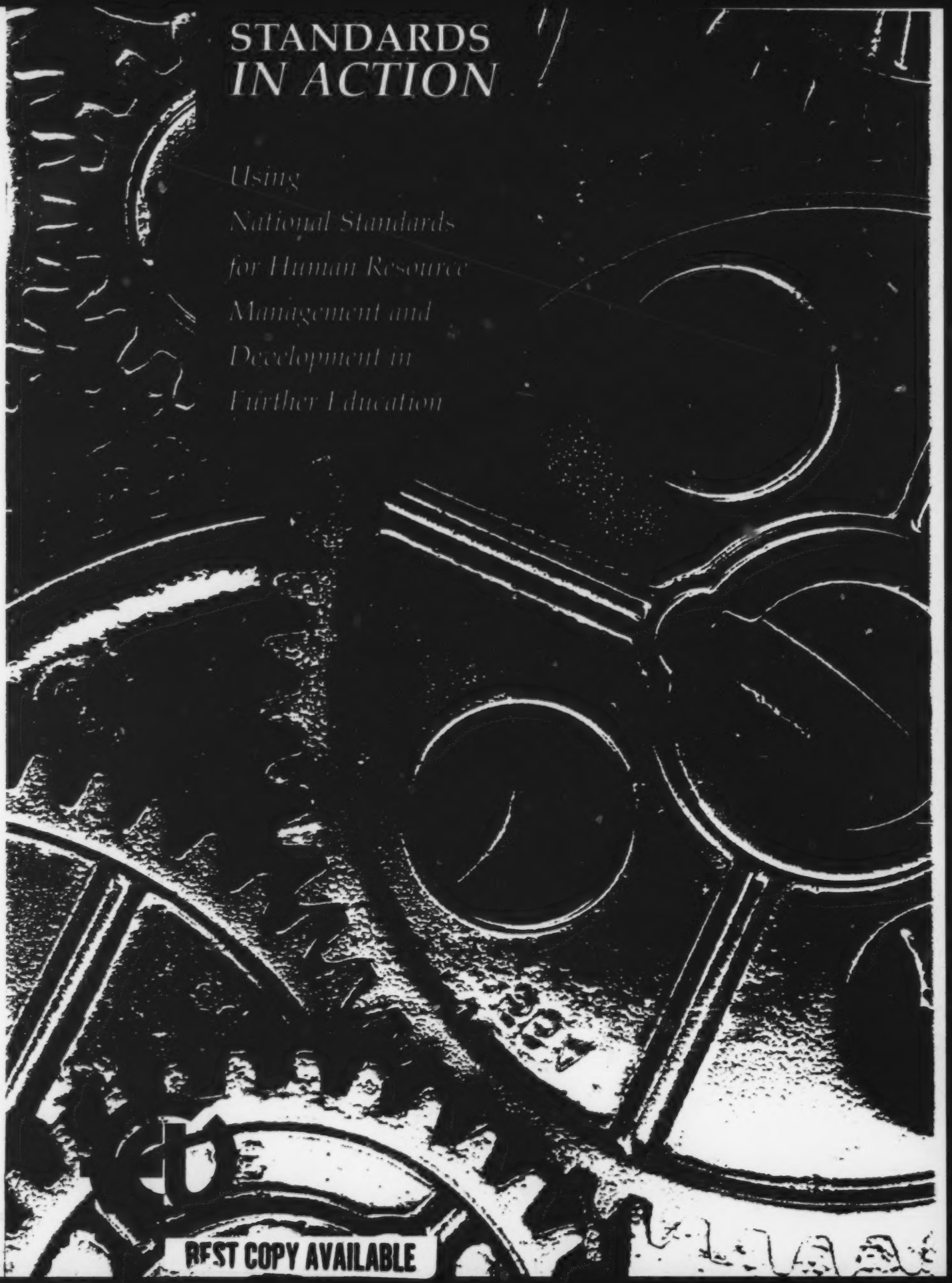

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Synopsis

This users' guide provides practical information concerning the use of national standards for the purpose of human resources management and development in the further education (FE) sector. It shows how national standards can:

- provide a means of harnessing human resources management (HRM) and human resource development (HRD) to college strategic planning and quality assurance cycles;
- bring together job descriptions, appraisal, HRD and index these to opportunities for professional accreditation;
- enable staff to define their professional development needs and to claim accreditation of their professional competence.

Standards in Action shows how a common set of roles and processes, associated with the use of national standards, is emerging:

- initial assessment
- individual action plans for learning and assessment
- preparation of portfolios of evidence
- assessment of evidence for appraisal or accreditation purposes
- recording / recognition / accreditation of competence in a work role

Standards in Action explains how these processes can be used to underpin a variety of HRM and HRD functions in colleges.

HRM and HRD are set within the context of Investors in People (also known as a national standard).

Detailed practical information on the use of standards with staff, for a variety of specific purposes, is provided:

- appraisal;
- initial teacher training;
- management development;
- assessor and internal verifier awards.

Users' Guide

The material is presented in a series of booklets so that it can be dispersed to:

- the various managers who need to see and make links between aspects of strategic planning, quality assurance, HRM and HRD;
- the various co-ordinators, professional tutors, staff development officers and others concerned with specific applications of the standards.

It is envisaged that the booklets will be of interest to a variety of users, as follows:

BOOKLET	CONTENTS	USERS
Booklet One: *Laying the foundations*	General introduction 1. Using national standards for HRM and HRD 2. Laying the foundations Appendices Resource lists	Managers with responsibility for: Quality HRM HRD / staff development Corporate development Strategic planning Investors in People Staffing / personnel Curriculum Other users (see below)
Booklet Two: *Using national standards in Appraisal*	Using standards in appraisal Resource lists	Managers with responsibility for appraisal Appraisal co-ordinators Trades union officers Staff development managers
Booklet Three: *Assessor and internal verifier awards*	Assessor and internal verifier awards Resource lists	GNVQ co-ordinators NVQ co-ordinators Staff development managers Enterprise Unit managers Assessor training co-ordinators HE providers
Booklet Four: *Standards-based management development*	Standards -based management development Resource lists	Management development tutors Universities and other providers Mentors
Booklet Five: *Standards-based initial teacher training*	Standards-based initial teacher training Resource lists	ITT providers Tutors of Cert. Ed. (FE) and C&G 7307 programmes Professional tutors

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Introduction

1. HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT IN FURTHER EDUCATION

Human resources

Further education is a particularly 'staff-intensive business', since around 80% of college budgets is spent on staffing. Human resources are the medium through which organisational change, policies, strategic, and operational plans are implemented. Colleges, in common with other organisations, are increasingly recognising that the management and development of human resources are major determinants of the quality and efficiency of the service they provide.

The 'right kind' of staff

Incorporation is encouraging colleges to develop more sophisticated approaches to human resource management (HRM) and quality assurance. It is more important than ever for colleges to ensure that staff with the 'right' skills are available to implement the service defined by the college strategic plan. There will need to be a management commitment to human resources development (HRD), matched by an adequate commitment of funds, to ensure that staff are fully able to respond to changes in client groups, curriculum, qualifications, and technology.

Corporate responsibility

Many college managers are concerned to involve staff in the formulation of the college mission and to ensure that each member of staff is able to appreciate the implications of this shared vision for his or her own work. They are seeking to establish organisational structures and systems that will enable every member of staff to take part in the process of planning and evaluating the work of the college, so that each individual and team can make their full contribution to the quality of the service provided. Many colleges are establishing the concept of 'one staff'; the traditional distinctions between 'teaching' and 'non-teaching' staff (and 'academic' and 'vocational') are seen as anachronistic and unhelpful in the delivery of a range of flexible services to a wide range of clients.

The 'change culture'

Many college managers are concerned to establish a culture in which continuous change is accepted as necessary to the quality and survival of the college, and in which appraisal and performance review are used by staff to obtain the kinds of support they need, in order to do their jobs well, and to develop their capabilities in line with the planned development of the college.

New organisational structures

In order to deliver a range of new services, including guidance and individual action planning at entry and exit, with flexible access to the curriculum and assessment, many colleges are exploring new organisational structures. Flexible colleges require flexible staff, who understand the way in which the college functions, and who appreciate the implications, for the college, of the external context in which it operates. This knowledge and understanding are no longer vested exclusively in managers. Aspects of management development are relevant to the majority of staff.

Demands for quality assurance

Demands on colleges for ever increasing quality and efficiency have been sharpened by the government's general policy of fostering competition between providers, stimulating consumer demand for a 'quality service' delivered to specified standards, and, in an education context, the linking of inputs (funds) to outputs (qualifications). This trend can be seen in a number of current initiatives affecting the FE sector, including Training Credits, and other forms of output-related funding.

Investing in people

The significance of human resources, not least in terms of business success, is underlined by the Employment Department initiative, Investors in People.

> Investors in People is based on the premise that:
>
> > *Increasingly, all that is left to differentiate one company from its competitors, is the quality and the use made of its people. Far from being just one of the resources available to a company to achieve its objectives, people have now become the most important resource.*
> >
> > *Companies — regardless of size, no matter what business they are in — now need to think about their people ... as a vital and potent resource which needs continuous assessment, maintenance and enhancement. In other words, as an investment.*
>
> *Investors in People — Briefing Document No. 1* Employment Department, Nov. 1990

Many colleges are now seeking the Investors in People kitemark, both to accelerate and endorse their development in this respect.

2. NATIONAL STANDARDS

Statements of competence, set by industry lead bodies as the basis for National Vocational Qualifications (NVQs), are known as 'national standards'. These are emerging sector by sector. Standards from a number of lead bodies will be relevant to staff in the FE sector. These include *TDLB* (Training and Development Lead Body); *MCI* (Management Charter Initiative); *Administration; Personnel; Advice, Guidance and Counselling; Marketing, Information and Library Services.* Standards for the occupational sectors, relevant to the vocational specialisms taught by the college will also be relevant to vocational staff, e.g. *Retail, Care, Hotel and Catering, Construction.* (For more information see *Booklet 1, Section 1.5, National Lead body standards relevant to FE staff*).

National standards are intended to provide a precise and nationally consistent definition of competent performance within occupational sectors. Although standards are generated within areas of occupational competence, the consistent approach and explicit criteria are designed to provide transparency across traditional boundaries; it is therefore possible to identify common areas of skills and knowledge across departments, institutions, regions, qualifications, vocational sectors and professions.

Although standards are being developed, primarily, as the basis for National Vocational Qualifications , they can also be used selectively, by unit or by individual element, to meet a range of purposes within HRM and HRD, in a particular context.

The concept of national standards features in a number of current government initiatives. The Investors in People initiative aims to encourage companies to take practical steps in making the link between investment in the training and development of employees, and the success of the business. Companies which are able to demonstrate that they are meeting the national standard for effective investment in people can be awarded the Investors in People kitemark.

3 USING NATIONAL STANDARDS FOR THE PURPOSE OF HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT

National standards can be used for human resource management and development in further education in a variety of ways.

Coherence between college management systems

National standards can provide a language for describing the professionalism of staff. They provide a common language for analysing and describing human resource requirements and for evaluating competent performance. The need to harness the management of human resources to college strategic planning and quality assurance cycles, is encouraging managers to seek practical ways of ensuring coherence and articulation between systems. Without a common language, these systems will inevitably remain fragmented and ineffective.

Human resource planning

National standards provide a common language for analysing, defining and describing functions. They can therefore be used to define the human resource implications of a college plan, to map the functions of individuals across teams or programme areas, to identify the existing skills and training needs of current staff, and to draw up job specifications for new staff.

Competent performance

Competence-based standards, with explicit performance criteria, provide a means of analysing, describing and assessing competent performance. They can provide the basis for self-assessment by individuals and teams, and the language for a constructive dialogue between appraiser and appraisee, trainee teacher and observer. National standards can be used to identify individual requirements for training and development, to provide work-based learning and assessment, and as a means of accrediting competence within a work role.

Assuring quality

National standards, with clearly specified performance criteria and range statements provide national, recognisable benchmarks for defining competent performance. The quality assurance systems and requirements of the accrediting and awarding bodies provide consistency and a means of underwriting quality. This is particularly relevant for colleges seeking to procure and retain contracts within an increasingly competitive training market. The quality assurance systems of other organisations (e.g. awarding bodies, TECs, industrial purchasers of training) are beginning to require the accreditation of training providers and assessors, to relevant national standards. For example, anyone involved in delivering NVQs and General National Vocational Qualifications (GNVQs) will need to be certificated as an assessor or internal verifier to Training and Development Lead Body (TDLB) standards.

Continuing professional development

Individuals and teams need to be able to identify their own training and development requirements in the light of their college strategic plan. This could include external pressures stemming from changes in client group and qualifications and planned internal changes to curriculum, organisational structures, roles and responsibilities. National standards provide a shared language for identifying, describing and communicating training and development needs, indexed to an emerging range of NVQs and VQs (standards-based vocational qualifications, smaller than a full NVQ). National standards provide a means of structuring appropriate on-the-job training opportunities, and of accrediting existing or newly acquired competence.

Accreditation

National standards can be used in a 'loose' form, selected and grouped to describe the job role or training needs of a particular individual, within a particular context. National standards were, however, primarily developed to provide the components of NVQs, in order to rationalise and standardise vocational training and qualifications in England and Wales.

A range of NVQs and standards-based VQs, relevant to staff in FE, are now emerging. Individuals can seek formal assessment of a portfolio of evidence attesting to their competent performance in order to obtain an NVQ, or Certificates of Unit Credits towards an NVQ. Accreditation may be a specified requirement (e.g. by an awarding body or for contract compliance) or may be deemed desirable by the individual or employing organisation (e.g. in order to take on a new role, or to qualify for promotion).

Section 1. National Standards

1. WHAT ARE NATIONAL STANDARDS?

The term 'national standards' is currently being used in a number of government initiatives, but with different meanings.

- National Vocational Qualifications are awarded to individuals when they achieve specified levels of competence set by industry lead bodies and couched in statements known as national standards.

- The National Standard for Effective Investment in People is awarded to a company when it has been assessed by a Training and Enterprise Council (TEC) and is deemed to deserve public recognition under the Employment Department initiative, Investors in People (1990).

Although the origin, technical definition and purpose of these two categories of national standards differ, they rely on a broadly similar approach to assessment:

i.e. the presentation of 'evidence' by the 'candidate' to demonstrate that the requirements of the standard have been met in practice.

2. HOW ARE STANDARDS DERIVED?

The starting point for the definition of standards is an analysis of occupational functions. This involves identifying the key purpose of an occupational area and asking *'what needs to happen in order for this to be achieved?'*. The process is then repeated until the functions/roles are disaggregated to the lowest level of aggregation — the element. At the element level, performance criteria can be written which define the performance required of the individual at work.

Lead bodies are encouraged to take a strategic and aspirational approach to functional analysis; to anticipate future developments and to encourage best practice rather than merely to describe existing common practice. Standards need to have currency across all organisations within an occupational sector.

If the analysis of functions is done properly, three components of competence should emerge:

- performing individual tasks;
- coping with contingencies;
- responding to the job role/environment.

3. CHARACTERISTICS OF STANDARDS

Standards are intended to define competent performance. They describe an action, behaviour or outcome which a person (or in the case of Investors in People, an organisation) should be able to demonstrate.

Each standard has three components:

- an element title;
- a set of performance criteria, or 'assessment indicators' normally expressed in terms of outcomes;

- range statements (the range of contexts and applications in which the competence must be demonstrated).

National standards are intended to take a 'broad' rather than 'narrow' view of occupational competence.

The NVQ statement of competence should be derived from an analysis of functions within the area of competence to which it relates.

The NVQ statement of competence must reflect:

- competence relating to task management, health and safety and the ability to deal with organisational environments, relationships with other people and unexpected events;
- the ability to transfer the competence from place to place and context to context;
- the ability to respond positively to foreseeable changes in technology, working methods, markets and employment patterns and practices;
- the underpinning skill, knowledge and understanding which are required for effective performance in employment.

Guide to National Vocational Qualifications NCVQ (1991)

Equal opportunities

The fundamental criteria for NVQs state that they must be:

> *'free from barriers which restrict access and progression, and available to all those who are able to reach the required standard by whatever means;*
>
> *free from overt or covert discriminatory practices with regard to gender, age, race or creed, and designed to pay due regard to the special needs of individuals.'*

These criteria are reflected in NCVQ's accreditation and quality assurance requirements. The Common Accord between NCVQ and the awarding bodies includes criteria for centre approval and verification (see below).

Equal opportunities and access:
There is clear commitment to equal opportunities

(i) There is an explicit policy on equal opportunities.

(ii) Information, guidance and advice on equal opportunities are provided for new candidates, staff and work providers.

(iii) There is an action plan for the implementation of the equal opportunities policy.

(iv) Unit certification is available.

(v) There is a system for monitoring and evaluating achievement rates of candidates in relation to equal opportunities.

(vi) Requirements of special needs candidates for assessment are identified and met where possible.

The Awarding Bodies Common Accord NCVQ (August 1993)

Lead bodies are encouraged to address equal opportunities within their standards. For example, the Care Sector Consortium has developed a unit of competence covering essential values and ethics required within caring occupations. The performance criteria of some TDLB standards explicitly require candidates to address equal opportunities issues. TDLB has also published five value statements intended to underpin the use of the standards.

4. LEAD BODY STANDARDS FOR NVQS

In 1986 the government initiated the definition of national standards for employment and a system of National Vocational Qualifications (NVQs), by establishing the National Council for Vocational Qualifications (NCVQ). NCVQ was asked to 'hallmark' qualifications which met the needs of employment — NVQs — and to locate them within a new structure which everyone could use and understand — the NVQ Framework — thereby rationalising and standardising vocational training and qualifications in England and Wales. In Scotland, the same remit has been given to the Scottish Vocational Education Council (SCOTVEC) and the equivalent to NVQs are Scottish Vocational Qualifications (SVQs).

The fundamental criteria for accreditation as an NVQ are listed in Appendix 1. For further information refer to the *Guide to National Vocational Qualifications*, NCVQ (March 1991).

Responsibility for defining standards rests with the recognised 'lead body', which is normally led by employers working with employees (including trades unions) and their education and training advisers.

5. NATIONAL (LEAD BODY) STANDARDS RELEVANT TO FE STAFF

National standards from a number of lead bodies will be relevant to staff in the FE sector. They include:

i The Training and Development Lead Body (TDLB)

The Training and Development Lead Body has defined the key purpose of training and development as:

> *to develop human potential to assist organisations and individuals to achieve their objectives*

The TDLB has used a systematic training cycle to define areas of competence:

The FE sector is a major provider of training and development. Processes which are effective in supporting learning and achievement should be common, regardless of whether the aim is academic or vocational. Most FE staff are engaged in provision which could be defined as both 'education' and 'training'.

TDLB standards include:

- the national standards for assessment and verification required by staff involved in the delivery of NVQs and GNVQs;
- national standards for the development and delivery of flexible and self-managed learning;
- national standards for the management of HRD.

TDLB standards, supplemented by standards from other relevant lead bodies (e.g. MCI; Advice, Guidance and Counselling), could therefore provide the basis for a qualifications framework relevant to teachers in the FE sector.

ii The Management Charter Initiative

Generic occupational standards for managers (The Management Standards) have been developed by the National Forum for Management Education and Development, known as the Management Charter Initiative (MCI). Booklet 4 examines the use of the Management Standards in FE.

iii Education lead body

At the time of writing no decision had been taken to establish a lead body for Education. However, it is likely that such a lead body would supplement rather than duplicate existing relevant standards, since:

'where areas of competence are common to a number of employment sectors, lead bodies will be expected to use generic units of competence whenever possible. These will often by produced by appropriate cross-sectoral lead bodies'.

Guide to National Vocational Qualifications, NCVQ (March 1991).

Other lead bodies likely to be relevant to FE staff include:

- **Accounting**
- **Administration**
- **Advice, Guidance and Counselling**
- **Building Maintenance and Estate Management**
- **Information and Library Service**
- **Information Technology** (Information Technology Industrial Training Organisation)
- **Marketing**
- **Personnel**
- **Sport and Recreation**

Standards for the occupational sectors relevant to the vocational specialisms offered by the college will also be relevant to vocational staff, e.g. Floristry, Construction, Hairdressing, Engineering.

6. THE NATIONAL STANDARD FOR EFFECTIVE INVESTORS IN PEOPLE

The 1988 White Paper *Employment for the 1990s* launched a new partnership between business and government. The National Training Task Force (NTTF) was established and the TEC initiative was launched. A major priority for the NTTF was to raise employer commitment to training, and this led to the Investors in People initiative.

The purpose of the Investors in People initiative is to:

> *...help companies to realise the value of this most potent investment - - their own people.*
>
> *The focus of Investors in People is on* ***action****: what companies can do to develop their people in a way that directly contributes to the success of the business.*
>
> *Investors in People Briefing Document 2.* November 1990.

To obtain public recognition as an Investor in People, companies can seek assessment by a TEC against the National Standard for Effective Investment in People.

The Standard has been broken down into indicators which form the basis of assessment. Employers are expected to provide evidence which demonstrates that their company meets the indicators, and hence the Standard. (For details of the **National Standard for Effective Investment in People**, see Appendix 2)

Public recognition is symbolised by the award of the Investors in People kitemark.

7 STANDARDS AS AN ANALYTICAL TOOL

National standards can provide a common language for describing the professionalism of staff.

National standards provide:

- a common language for analysing, defining and describing functions;
- a means of analysing, describing and assessing competence;
- a means of assuring quality.

i Describing functions

A common language for analysing, defining and describing functions

- specifying job descriptions and generic role profiles;
- identifying future staff requirements;
- identifying skills gaps;
- selecting staff with appropriate skills profiles;
- recognising common areas of skills and knowledge across occupational and professional boundaries;
- enabling staff to describe their skills for progression purposes;
- enabling staff to define their development needs;
- designing and delivering relevant training;
- matching accreditation opportunities to individual job roles.

ii Assessing competence

A means of analysing, describing and assessing competent performance for the purposes of:

- enabling self assessment, identifying strengths, weaknesses and development needs, e.g. within appraisal and within review sessions;
- accreditation, e.g. initial training and professional development qualifications;
- enabling appraisees to analyse own strengths, weaknesses, and training needs;
- assisting constructive dialogue between appraiser and appraisee;
- enabling appraisees and accreditation candidates to select and present appropriate evidence of their competence;
- structuring task observation and debriefing;
- structuring work-based learning, assessment and accreditation;
- providing appropriate targeted training and development opportunities;
- providing the basis for team reviews.

iii Assuring quality

A means of assuring quality

National standards, with clearly specified performance criteria and range indicators, provide explicit, objective benchmarks for competent performance, recognisable:

- between organisations;
- across regional boundaries;
- across occupational boundaries.

The quality assurance systems and requirements of the accrediting and awarding bodies provide a means of underwriting quality:

- for contract procurement and compliance;
- for the accreditation of workplace learning and assessment.

Section 2. Using national standards for the purpose of human resource management

1 THE ROLE OF HRM AND HRD IN STRATEGIC PLANNING

Organisational change, policies and strategic plans are implemented through human resources. The way in which those resources are managed will be a major determinant of college culture and the quality of the service provided.

College strategic planning and quality assurance cycles therefore need to be underpinned by a co-ordinated strategy for HRM and HRD.

While personnel management may have a practical and administrative focus, HRM has a strategic dimension which requires long term organisational perspectives. HRM views the human resource as an organisation's most valuable, as well as most expensive, resource. It is therefore desirable to make full use of this resource by ensuring that, as far as possible, individual and organisational goals are compatible, and by empowering people to apply their energies to the achievement of these shared goals.

Many college managers within the FE sector are therefore concerned to:

- involve staff in the formulation of a shared vision and purpose for the college;
- ensure that everyone can appreciate the implications of this 'mission' for their own work;
- establish organisational structures and systems that enable every member of staff to participate in the process of planning and evaluating the college's work;
- encourage everyone, thereby, to make their full contribution to the quality of the service provided.

Similarly, the Investors in People initiative aims to help organisations improve their performance through a planned approach to:

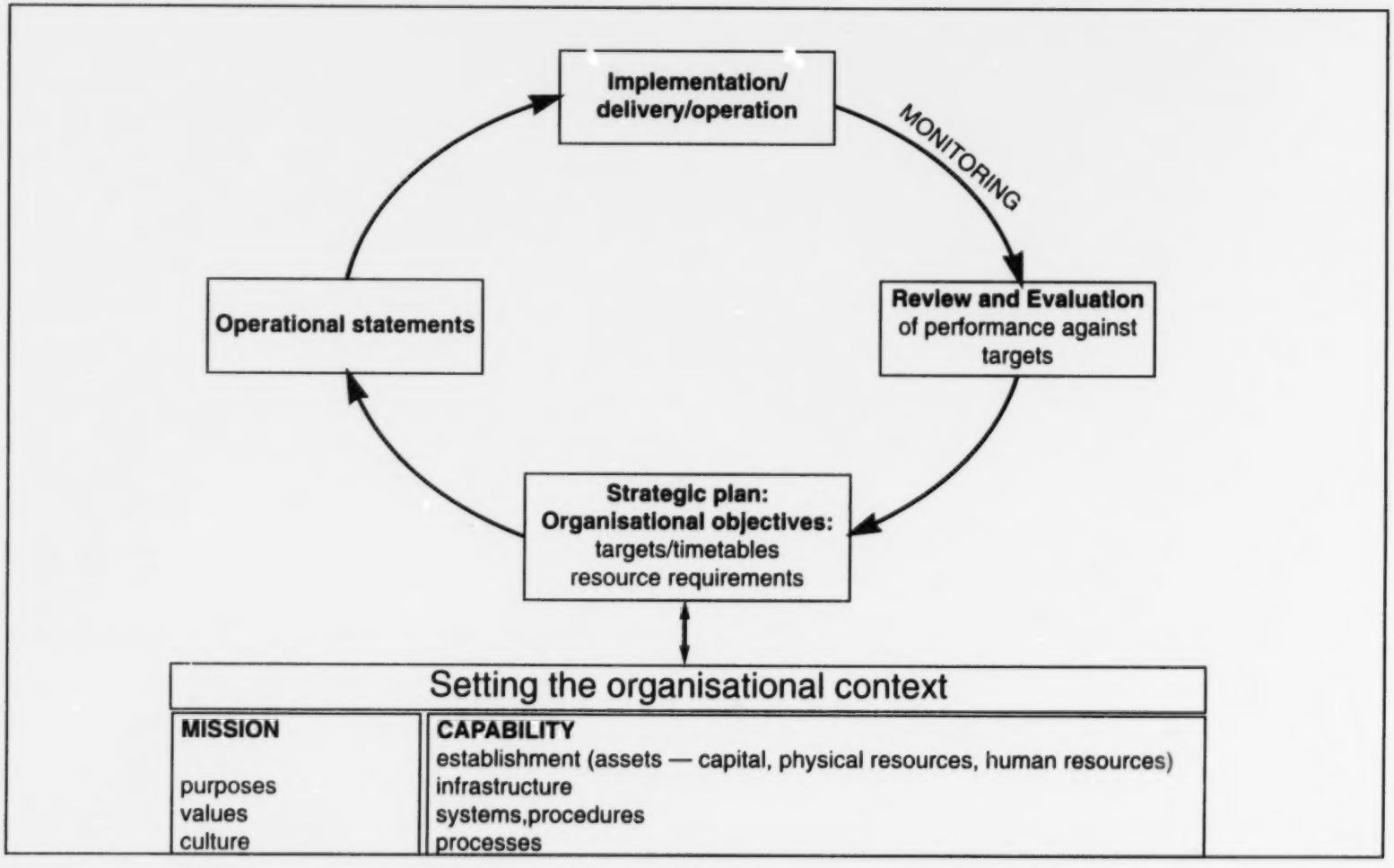
> *setting and communicating business goals*
>
> *developing people to meet these goals so that what people can do and are motivated to do matches what the organisation needs them to do*
>
> Investors in People, Employment Department (1991)

Within FE, managers are realising the need to harmonise human resource management and development with college strategic planning and quality assurance cycles.

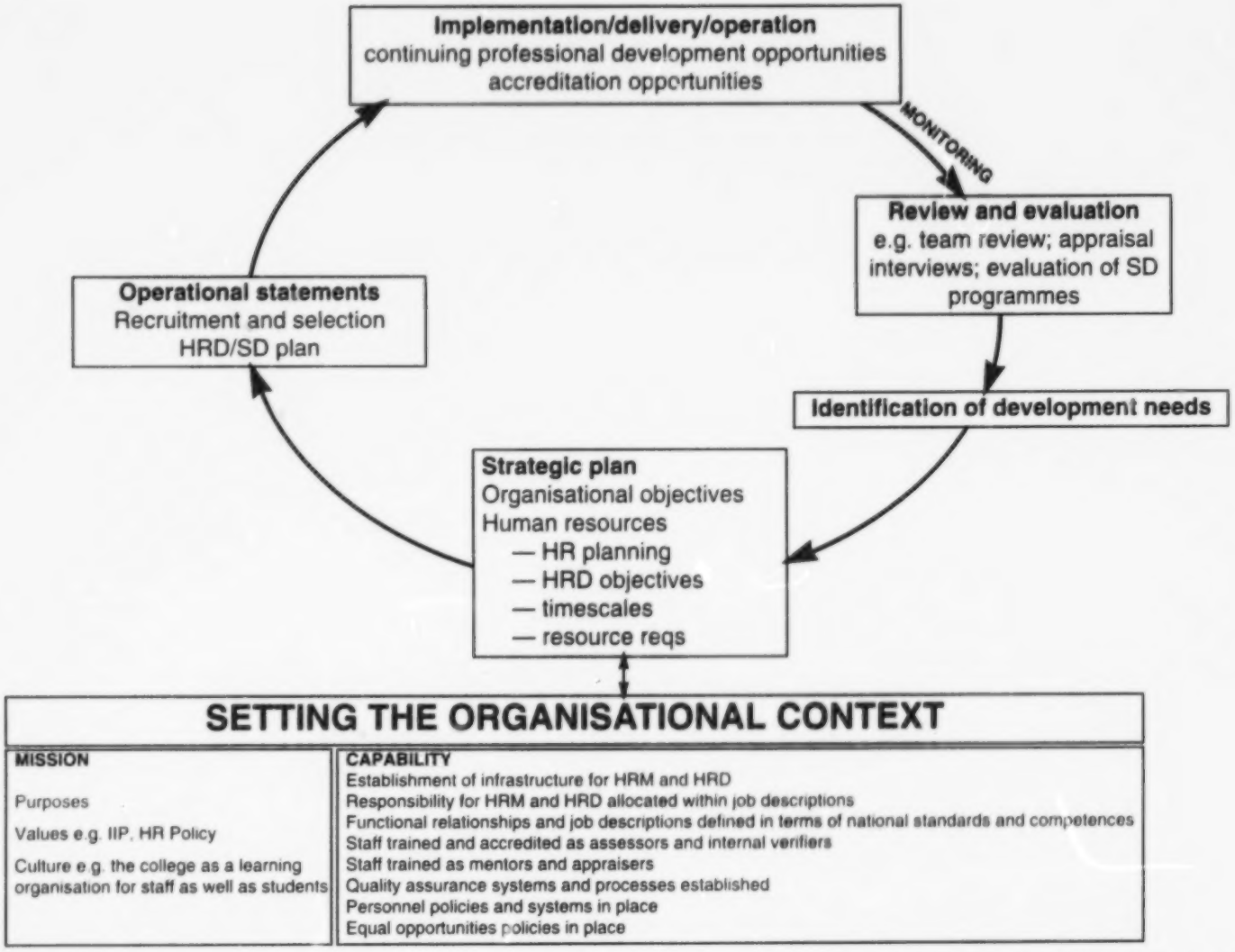
The college strategic planning cycle (diagram I) will need to be underpinned by a co-ordinated strategy for HRM and HRD. **The role of HRM and HRD in the college strategic planning cycle** is indicated in diagram 2.

This need to harness HRM to the college strategic planning and quality assurance cycle is encouraging senior managers to find practical ways of achieving the necessary coherence.

Without a common language for analysing and describing human resource requirements and evaluating competent performance, these functions will remain fragmented and ineffective. National standards provide such a language and the means of constructing coherent systems. Their use for HRM and HRD therefore provides the FE sector with a powerful means of ensuring the quality of service for its users.



1. The strategic planning cycle


Implementation/delivery/operation
continuing professional development opportunities
accreditation opportunities
MONITORING
Review and evaluation
e.g. team review; appraisal interviews; evaluation of SD programmes
Identification of development needs
Strategic plan
Organisational objectives
Human resources
— HR planning
— HRD objectives
— timescales
— resource reqs
Operational statements
Recruitment and selection
HRD/SD plan
SETTING THE ORGANISATIONAL CONTEXT
MISSION
Purposes
Values e.g. IIP, HR Policy
Culture e.g. the college as a learning organisation for staff as well as students
CAPABILITY
Establishment of infrastructure for HRM and HRD
Responsibility for HRM and HRD allocated within job descriptions
Functional relationships and job descriptions defined in terms of national standards and competences
Staff trained and accredited as assessors and internal verifiers
Staff trained as mentors and appraisers
Quality assurance systems and processes established
Personnel policies and systems in place
Equal opportunities policies in place

2. The role of HRM and HRD in the college strategic planning cycle

2 USING NATIONAL STANDARDS FOR HRM AND HRD

National standards provide a common language for analysing and discussing competent performance in a work role. For example:

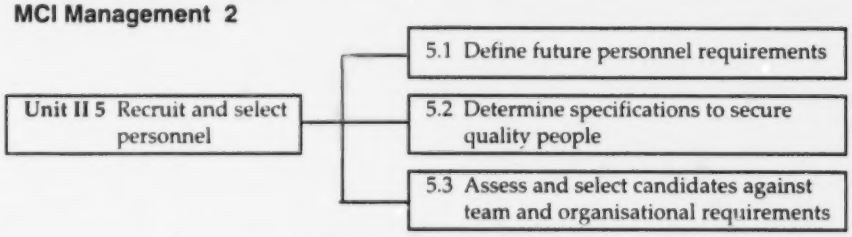
TDLB UNIT 7: Support the achievement of individuals' learning objectives

C241	Provide information and advice to enable learners to identify and take opportunities to achieve their learning objectives
C242	Agree and provide learning opportunities to support the achievement of individuals' learning objectives
C244	Provide information and advice to support individuals' review and modification of learning objectives
C245	Collate information about learner progress in order to provide guidance to learners

Element C241: Performance criteria

a learners' needs for information and advice are identified accurately and agreed with them
b accurate, adequate and reliable information and advice is provided about how to identify learning opportunities relevant to personal learning objectives
c accurate and adequate information is provided about how to access learning opportunities
d relevant activities are identified, agreed and provided which give learners opportunities to evaluate choices and make decisions
e adequate arrangements are made to review the suitability of opportunities and to identify realistic alternatives
f disagreements with the individuals' choice of learning opportunities are acknowledged and justified clearly and openly
g information and advice are offered in a manner that respects the dignity and acknowledges the values of learners
h appropriate alternative sources of information and advice are identified and accessed.

MCI Management 2


Unit II 5 Recruit and select personnel
5.1 Define future personnel requirements
5.2 Determine specifications to secure quality people
5.3 Assess and select candidates against team and organisational requirements

Because national standards define competent performance by individuals, any use needs to be set in the context of an explicit managerial and institutional commitment to human resource development and to equal opportunities. Within such a context, standards can provide a coherent unifying base for a range of HRM and HRD functions, including:

- human resource planning;
- recruitment, selection and deployment of staff;
- identification of training needs;
- professional development;
- accreditation;
- quality assurance.

See diagram 3. *Using National Standards for HRM and HRD in FE.*

HRM
Recruitment
Selection
Induction
Access to continuing professional development opportunities
Performance review and assessment
Performance review
e.g. team review
appraisal
task observation
self assessment
Identification of existing competence
PORTFOLIO OF EVIDENCE
Review of Human Resources Plan against implementation objectives
Organisational operational statement for human resources and continuing professional development
Formal assessment for accreditation
e.g. MCI qualifications
TDLB qualifications
Initial teacher training
Diagnostic assessment
Individual, professional, development action plans
Strategic plan
Organisational objectives
— human resources planning e.g. recruitment, retraining
— HRD objectives
SETTING THE ORGANISATIONAL CONTEXT
MISSION
CAPABILITY
Functional relationships and job descriptions defined in terms of national standards and other competences. All staff familiar with the use of standards as a tool for performance review, identification and presentation of evidence, action planning. Staff trained and accredited for professional job roles e.g. management development, assessors, internal verifiers, guidance, marketing. Staff trained as mentors and appraisers.

3. Using national standards for HRM and HRD in FE

3. APPLICATIONS OF STANDARDS

Using standards for: Human resource planning

For example:

- definition of staffing requirements in relation to the strategic plan (long, medium and short term);
- skills audit of existing staff, in relation to the requirements of strategic and operational plans;
- generic role profiles which clarify accountability;
- clarification of structural relationships within the organisation;
- job descriptions which clarify individual responsibility and accountability;
- team profiles;
- definition of progression and career development routes for staff;
- systems analysis;
- organisational audits;
- redefinition of boundaries.

Using standards for: Recruitment, selection and deployment

For example:

- generic role profiles;
- job descriptions;
- person specifications;
- selection criteria;
- briefing notes and checklists for interviews;
- diagnostic assessment;
- training needs analysis at induction;
- induction programmes.

Using standards for: Identification of training needs

For example:

- individual diagnostic profiles against job descriptions;
- personal development plans;
- observation;
- appraisal interview;
- analysis of strategic and operational plans against skills audit;
- targeting training investment;
- personal assessment and accreditation plans;
- identification of relevant accreditation opportunities
- career planning.

Using standards for: Professional development

For example:

- career progression;
- role enhancement (doing the job better);
- role extension (adding more to the role);
- role change (doing a different job);
- structuring development opportunities;
- personal development profiles;
- enabling workplace learning and assessment;
- professional development portfolios.

Using standards for: Accreditation

For example:

- accreditation of continuing professional development, linked to individual needs and institutional HRD requirements;
- assessment of evidence of competent performance in the work role;
- initial training with NVQ and Cert. Ed. accreditation;
- access to available standards-based qualifications and awards.

Using standards for: Quality assurance

For example:

- specifying performance review criteria;
- providing objective benchmarks for performance;
- enabling individuals to present relevant evidence;
- appraisal interviews;
- observation of performance of work role;
- self assessment;
- team reviews;
- contract compliance;
- underwriting quality in order to procure contracts;
- meeting quality assurance requirements of awarding bodies (e.g. assessor and internal verifier awards)
- analysis of training and development needs.
- as a framework for Investors in People.

4 USES AND ABUSES

National lead body standards define competent performance within occupational areas. The national transferability of the standards stems, in part, from precision in the use of language. At the same time, the language and requirements of the standards need to be sufficiently 'generic' to retain meaning in a broad range of contexts and local circumstances. The specificity of the performance criteria and range statements also contribute to the definition and consistency of the standard. However, these features can lead to suspicion and hostility, for example perceptions that the standards are:

- mechanistic, and unduly atomised, leading to a reductionist or behaviourist approach;
- difficult to understand;
- general instead of local;
- bureaucratic;
- from an alien organisational or occupational culture;
- liable to become out of date;
- inert descriptions of a dynamic situation;
- liable to misuse since they define competent performance in a work role and could therefore be used to define *incompetence* or to set differential pay rates.

Most of these issues can be resolved by a reminder that standards are a *tool to be used* within a particular organisational context and culture. As with any other tool, the way in which standards are used will be determined by the user.

National standards provide both a management tool and a means by which individual employees can claim national recognition of their professional skills and can clearly define and articulate their development needs.

Functional analysis disaggregates complex operations in order to define the constituents of competent performance. This does not mean that learning experiences need to be similarly disaggregated. Instead, complex experiences can be analysed for the purpose of learning and to identify appropriate evidence to meet assessment requirements.

For accreditation purposes, the language, performance criteria, and range of standards cannot be changed without changing the standards themselves. For other than accreditation purposes, however, e.g. within staff appraisal, standards can be used freely, as a discussion tool, and can be interpreted, adapted and grouped to suit local circumstances and to serve local purposes.

National lead body standards do not ignore the roles of knowledge and understanding. There is a requirement that both are specified, for the design of effective assessment processes and to inform learning activities.

Moreover:

> *Much action can be viewed as 'knowledge in action'...*
>
> *Although national standards do not specify knowledge, understanding and skill in a way which people are used to seeing, the term 'performance criteria' does not negate the role of knowledge, understanding and skills in performance. It simply focuses on the concept of 'performance outcomes' rather than on that of 'inputs' ... Standards are descriptions of the outcomes of competent human activity in a particular function. Human activity is intellect-based. It is impossible for individuals to meet the outcomes specified in the standards without intellect — without applying knowledge, understanding and skills*

NVQs/SVQs at Higher Levels; Competence and Assessment Briefing Series, No.8. Employment Department, Lindsey Mitchell

Section 3. Setting the organisational context

1. THE LEARNING ORGANISATION

Learning organisations recognise that organisational change and development, necessary to the delivery of a quality service, are achieved through the people who work in them.

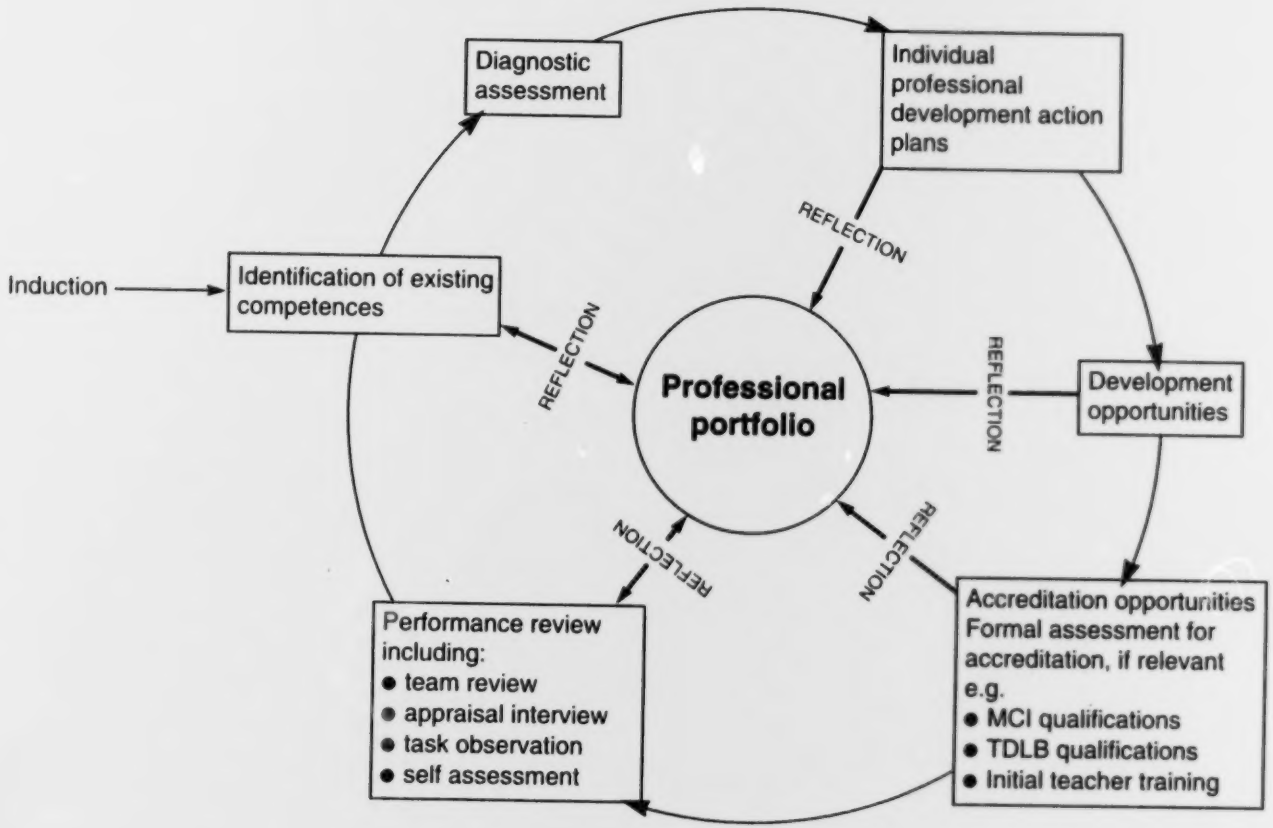
Further education colleges have long recognised the need for continuous review, renewal, and responsiveness to on-going change. Accepting that change and development are normal working conditions suggests that everyone who works in the organisation will be constantly learning and continuously seeking to improve the quality of their work. In this context, involvement of college staff in their own development is seen as part of their work role and as a natural part of working life.

The rationale for life-long learning applies to staff as well as to students. Learning organisations recognise that successful organisational change and development involve:

- acknowledging that all staff, not just some of them, have a contribution to make;
- creating the conditions in which people are willing to co-operate and think positively about change;
- encouraging the view that change and development are the normal conditions in which to work;
- encouraging the view that everyone is constantly learning and seeking to improve the quality of their work;
- empowering people at every level to share in decision making and to take responsibility for those decisions;
- involving staff college wide in their own development and the development of others as a natural part of working life.

The use of national lead body standards for the purpose of human resource management will need to be set within a context of:

- explicit managerial and institutional commitment to human resource development, e.g:
  - — that appropriate learning opportunities will be made available to individuals to meet professional development needs identified in appraisal;
  - — that all employees are given the training they need to do their jobs;
- a development model of appraisal;
- an effective equal opportunities policy.



4. Professional portfolio

2 COLLEGE STAFF AS LEARNERS

Within the strategic planning and quality cycles of the institution, members of staff will be engaged in their own cycles of learning and assessment, both as individuals and as members of a variety of teams.

professional development action plans
professional development opportunities
performance reviews including appraisal, team reviews, etc.
Identification of learning needs (in the context of the college strategic plan and own career development objectives)

From induction onwards, members of staff could build up personal portfolios, recording their professional development. This would be supported and structured through the ongoing college cycles for planning, quality assurance and human resources development, e.g. induction programmes, appraisal interviews, college HRD programmes **(see diagram 4 Professional Portfolio)**

3. DRIVING THE LEARNING CYCLE WITH NATIONAL STANDARDS

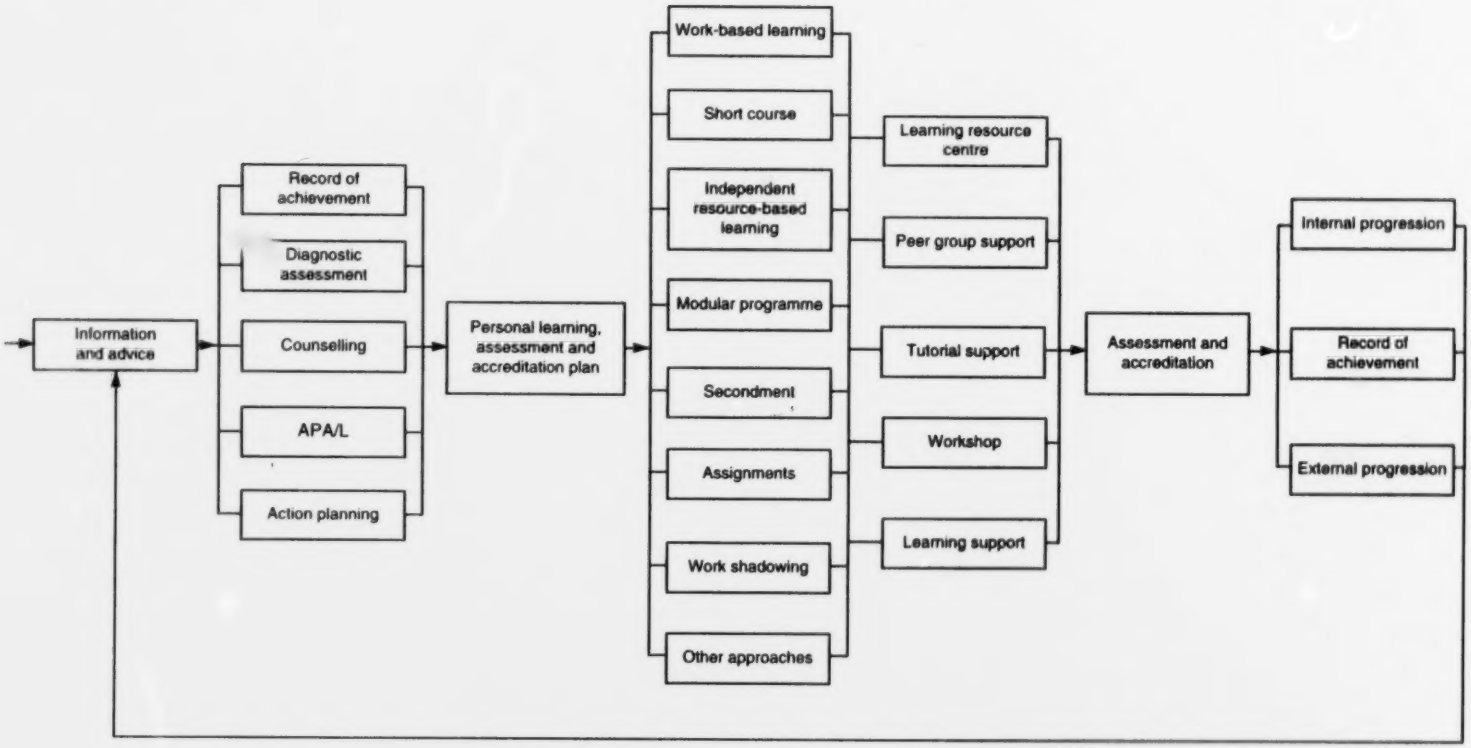
Defining job descriptions in terms of national standards provides a means of identifying and discussing individual development needs at induction, during appraisal or when considering a role change.

Targeted staff development opportunities can be provided to meet the requirements of individual action plans. The concept of flexible access to learning, can usefully be applied to staff development. **(See diagram 5: Pathways through Learning)**.

National standards can be used to structure `work-based learning' activity. The performance criteria and range statements provide guidance on the evidence that could be collected for accreditation or appraisal purposes.

Both the developmental model of appraisal and the standards- based model of assessment, rely on individuals taking an active role in seeking suitable learning opportunities to meet their individual action plans and to provide evidence of their professional competence.

The use of national lead body standards and the availability of certificates of unit credit will enable staff who wish it, to obtain certification for their continuing professional development. They will be able to seek formal assessment of relevant aspects of their portfolios, in order to obtain accreditation (as qualifications come on stream) relevant to their career development, or to meet external requirements for quality assurance, e.g. Assessor and Internal Verifier awards for staff involved in NVQs and GNVQs.



5: Pathways through learning

4. USING NATIONAL STANDARDS AS STAFF DEVELOPMENT FOR NVQS AND GNVQS

The use of national standards to bring coherence and clarity to human resources management and development will also provide powerful staff development benefits for the college, by preparing staff for the effective and efficient delivery of NVQs and GNVQs. By applying national lead body standards to their own work roles, to support their own progressional development, members of staff will be able to explore, at first hand, the processes of:

- using performance criteria for diagnostic assessment;
- action planning;
- identifying, gathering and organising appropriate evidence in relation to performance criteria and range indicators;
- assessing competence;
- giving and receiving constructive feedback.

The effective and efficient delivery of GNVQs and NVQs is likely to have significant economic benefits for the college, in the context of funding systems based on target numbers and the achievement of qualifications.

Section 4. Common processes and systems

1. THE ASSESSMENT MODEL

The use of national standards requires that 'candidates' present portfolios of evidence demonstrating that they have met the specified assessment criteria.

Within the Investors in People initiative, companies (employers) must present evidence that they have met the assessment criteria indicators for the national standard.

In the case of NVQs, candidates must provide evidence that they have met the performance criteria for each element of competence specified.

Figure 6: *The NVQ Assessment Model, Guide to National Vocational Qualifications*, NCVQ (March 1991)

Figure 7: *Routes to Certification*. City and Guilds 7281 Training and Development Awards Information Pack (1992)

Similarly, the model of appraisal adopted by many FE colleges involves the presentation of 'evidence' by the appraisee, to demonstrate the scope and quality of their work.

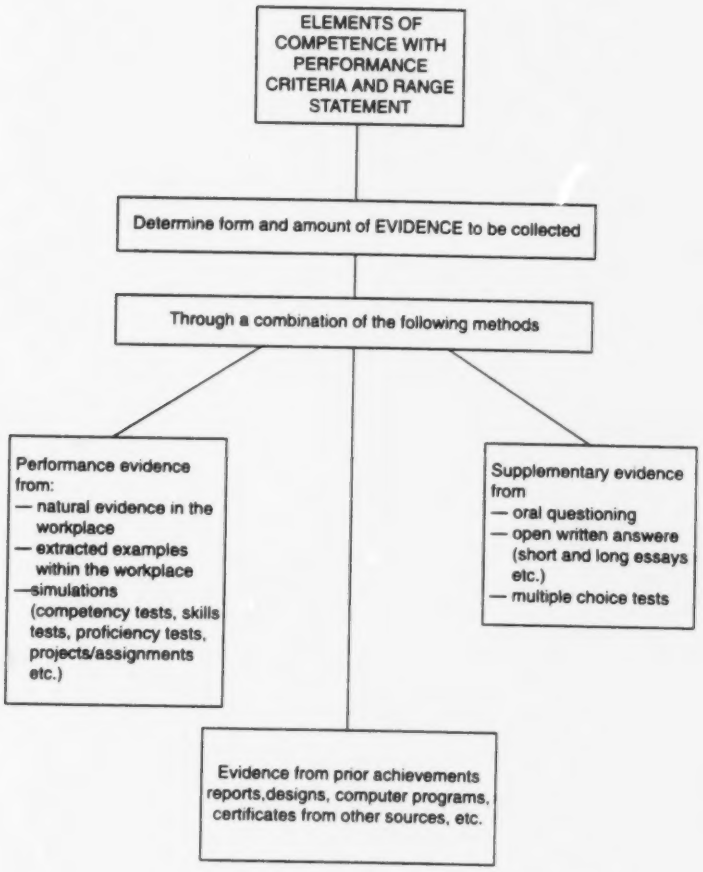
A common set of processes is therefore emerging (see below).

- initial assessment, e.g.
  - — identification of development needs
  - — identification of existing competence
- formulation of individual action plans for learning and assessment
- learning (training and development) opportunities
- preparation of portfolio of evidence
- assessment (for appraisal or accreditation purposes)
- recording/recognition/accreditation of achievement

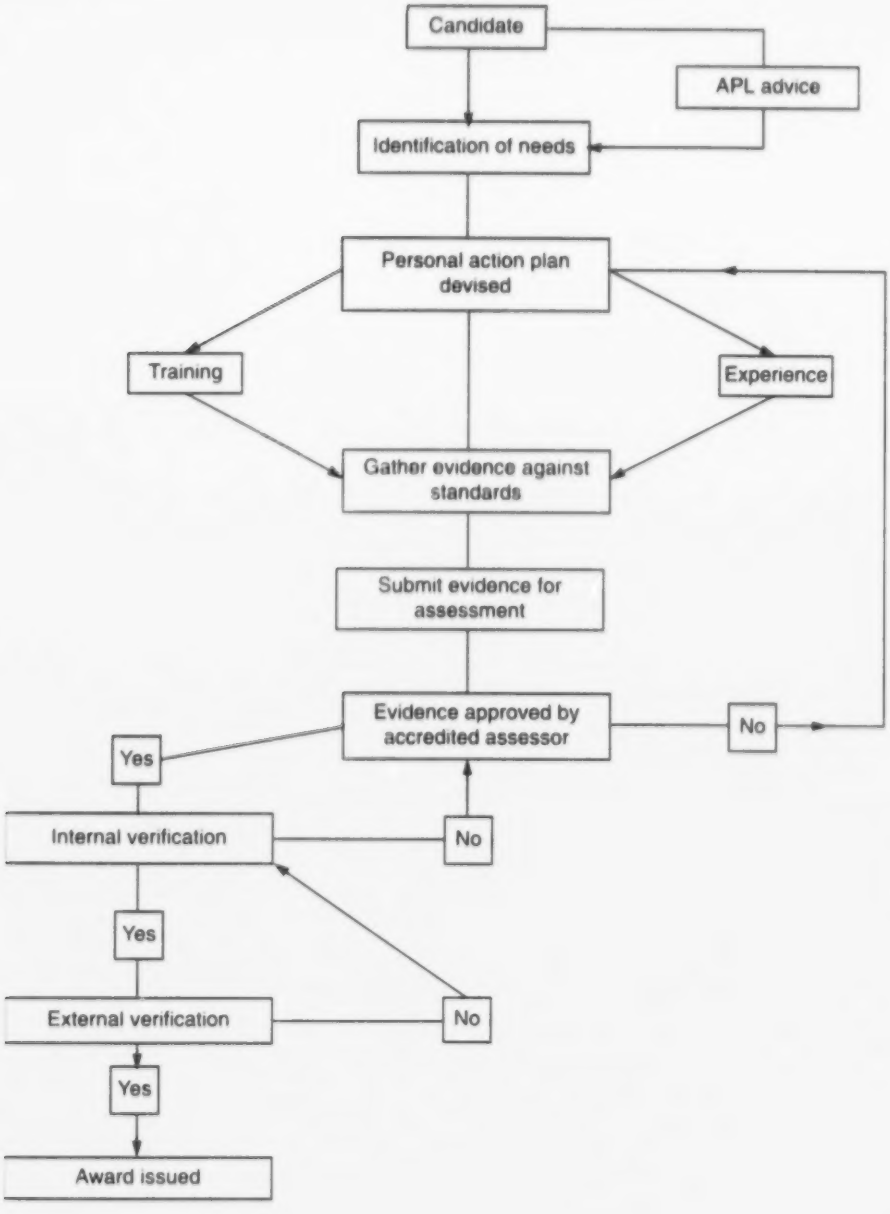
This approach to learning and assessment implies a common set of characteristics including:

- active learning by individuals, who seek to demonstrate their competence and thereby claim accreditation;
- individual learning programmes designed in response to an assessment of an individual's development needs andpersonal objectives;
- an emphasis on learning within the work situation, rather than by attendance at courses;
- assessment of performance in a work role, rather than by essays or written exams.

NVQ assessment model


ELEMENTS OF COMPETENCE WITH PERFORMANCE CRITERIA AND RANGE STATEMENT
Determine form and amount of EVIDENCE to be collected
Through a combination of the following methods
Performance evidence from:
— natural evidence in the workplace
— extracted examples within the workplace
—simulations (competency tests, skills tests, proficiency tests, projects/assignments etc.)
Supplementary evidence from
— oral questioning
— open written answere (short and long essays etc.)
— multiple choice tests
Evidence from prior achievements reports,designs, computer programs, certificates from other sources, etc.

6. NVQ assessment model, Guide to National Vocational Qualifications (1991)



7. Routes to certification. City and Guilds 7281 Training and Development Awards Information Pack

Common roles

This approach to learning and assessment is supported by an emerging set of roles:

- mentor / advisor / coach
- providers of learning opportunities
- assessor(s)
- internal verifier

As national competence-based standards begin to permeate organisations, it is likely that every member of staff will be called upon to operate in a range of roles, in relation both to students and to other members of staff; i.e. as learner, coach / mentor, provider of learning / learner support; assessor; internal verifier.

2. THE MENTOR ROLE

The role of the mentor is to support an individual in formulating and fulfilling his or her action plan.

This will include assisting the individual to:

- review his or her training and development needs;
- take account of organisational goals and interpret the implications of changes and developments for their own work role;
- identify development and accreditation objectives;
- draw up an action plan, for professional development and assessment;
- identify appropriate work-based learning opportunities and arrange to put these into practice;
- identify opportunities for obtaining evidence to meet assessment requirements;
- obtain access to resources, information, and appropriate learning and assessment opportunities;
- understand assessment requirements and procedures;
- reflect on learning and assessment experiences;
- consider the relevance, utility and quality of evidence for assessment in relation to the performance criteria and range indicators;
- prepare a portfolio of evidence to meet assessment requirements;
- reflect on the outcomes of assessment and if necessary reformulate an individual action plan;
- review progress and experience;
- consider the equal opportunities aspects of learning situations, experiences and assessment requirements.

(For further information on the mentor role, see the Resource list on p.50).

3 DOCUMENTATION AND RECORDING SYSTEMS

Using national standards to take a systematic approach to the management of human resources requires that standards are used within relevant management information systems (MIS) and college documentation, e.g. personnel files; recruitment material; appraisal pro formas and records.

The following documentation and systems, referenced to national standards, will be useful:

- role profiles;
- job descriptions;
- recruitment information;
- selection documentation, e.g. criteria for shortlisting;
- staff audit software;
- personnel files / records;
- documentation for recording:
  - — existing achievement (by element and unit)
  - — current action plans of individuals;
- systems for recording training needs and the achievement of standards.

The following support materials will be needed:

- information on standards and the use of standards in the college;
- action plans;
- progress logs;
- review formats (including self assessment);
- task observation sheets;
- self-study packages;
- portfolio pro formas.

Awarding bodies supply documentation for candidates seeking accreditation and for centres, e.g:

- assessment guidelines
- initial assessment and action planning
- software
- record sheets
- log books
- centre guidance notes

Section 5. Portfolios of evidence

A key feature of standards-based assessment is the presentation of a portfolio of evidence.

Although the term 'portfolio' suggests a collection of papers, in the NVQ context it may also include artefacts, videos or computer disks, or indeed any evidence which, when assembled, presents a picture of the skills and achievement of the individual. The grouping of the evidence makes it a more powerful basis for assessment than the individual pieces seen separately.

The evidence may relate both to current and past work, together with explanatory and cross-referencing papers which enable an assessor to understand the evidence put forward, and to relate it easily to the competence standards being claimed.

1 FORMAT AND PRESENTATION

Candidates should be clear about the portfolio format preferred by their particular awarding body and centre.

Generally, however, a portfolio should include:

i. a cover page

ii. a table of contents

iii. the evidence

A single piece of evidence may apply to several different elements/performance criteria, across a number of units. Every item therefore needs to be clearly numbered and cross referenced so that it is readily recognisable to candidate and assessor alike. Each piece of evidence needs to indicate clearly which unit(s), element(s), performance criteria and range indicator(s) it relates to.

iv. an assessment plan
This is a detailed statement of the units being claimed, cross-referenced to the numbering used on the evidence.

v. a personal profile
Although not obligatory, a personal profile may provide a useful guide for the assessor. It should describe the career history, experiences and accomplishments of the candidate, as well as current or most recent job roles and responsibilities. It could also include an organisational chart.

2. PORTFOLIO ASSESSMENT PROCESS

The normal sequence of events in portfolio assessment is shown in the table below:

Portfolio submission	1 to 3 weeks before interview with assessor
Review by assessor	Initial evaluation: plan for assessment interview
Initial feedback to candidate	Assessor may write to or telephone candidate to indicate gaps in evidence and other queries which will serve as focus for the interview
Assessment interview	Oral questions covering: — clarification of evidence; — knowledge and understanding; — authenticity of evidence
Additional assessments	As necessary. Candidates may need to: — supply further evidence from work — complete an assignment or project — take part in a simulation — undergo second oral assessment
Feedback and credit award	Assessment verified by internal and external (awarding body) verifiers.

3. EVIDENCE

Direct and indirect evidence

All evidence falls into two broad categories — direct evidence and indirect evidence:

Direct evidence is collected by the candidate usually from performance at work or through work-related activities.

Indirect evidence is evidence about the candidate's performance provided by somebody else.

Direct evidence is usually stronger than indirect evidence, but assessors will expect to see both types in a portfolio.

Types of evidence

There are three main types of evidence which can be generated or collected:

- products of work
- witness testimonies
- personal reports

Products of work

Products of work are direct evidence of a candidate's competence, generally produced naturally in the course of the candidate's work activities. They could also be generated especially for assessment purposes, through project work, simulations, group activities, demonstrations or presentations or as a result of attendance at work-related courses.

Products of work enable a candidate to provide up-to-date evidence of work-based activities, which relate specifically to the elements and performance criteria being assessed. Examples are:

- identifiable contributions, by the individuals, to curriculum development or strategic planning;
- details of assessment, mentoring or verification roles undertaken;
- examples of minutes, reports and development plans prepared by the candidate;
- documentation to support the implementation of a range of management responsibilities;
- evaluation reports produced by the candidate;
- outcomes from special projects, simulations or group activities, related to the competence being assessed;
- details of the outcomes of any work-related schemes or courses which are applicable to the candidate's assessment plan.

Witness testimony

Witness testimony is a form of indirect evidence about the candidate and can play a useful role in proving candidates' competence. Witness testimony may include:

- letters from others to support claims of competence; these are sometimes called *letters of validation*;
- reports from line managers, tutors, or others who witnessed specific activities (e.g. classes, tutorials, meetings, presentations);
- results and findings of questionnaires, surveys, evaluations or critiques.

Witness testimony can often provide verification of other evidence in the portfolio and be particularly useful to assessors when used in conjunction with personal reports.

It is recommended that witness testimonies contain:

- organisation heading;
- name of candidate;
- period of employment (letter of validation only);
- list of competences being claimed;
- statement of verification;
- signature and position of person verifying the claim;
- the period during which the competences were achieved, including the dates.

Personal reports

Personal reports are written narratives which can never stand alone as sufficient evidence of competence but can be extremely powerful in putting forward the case for competence. Personal reports could take the form of a regular diary of activities over a period of time; reports on particular actions take as part of the candidate's job; candidate's notes reflecting on specific activities.

The value of these reports can be considerable, as they:

- allow candidates to reflect on what they know and can do;
- provide a concise description of the candidate's activities and functions, related to the competences being claimed;
- give candidates an opportunity to highlight the knowledge and understanding needed to do the job well;

- allow candidates to explain why the activities were done as they were;

  (the performance criteria identify standards with many words like 'appropriate', 'correct', 'suitable', 'accurate' and so on; personal reports can explain how the evidence meets these terms);

- help to clarify candidates' evidence which may be very specific to their job.

In general, personal reports should be brief but describe:

- the context in which the work was carried out (for example, was it a routine task or a special project? What resources were available? Over what period of time was the work performed?);
- the action taken;
- the evidence (how does the evidence relate to the actions taken and to the competence to be assessed?);
- reflections on actions (for example, why particular decisions were taken, what factors influenced the outcome);
- the knowledge drawn on (for example, the college policy or particular legislation);
- the planning process used and any decisions regarding follow-up as a result of the outcomes;
- other similar situations (to show that the candidate has shown competence on a number of like occasions);
- a variety of circumstances (to satisfy the range indicators, for example, by showing that the candidate was able to cope when things went wrong as well as when they went smoothly).

It is important to add that the personal report is not a test of writing ability.

4. THE QUALITY OF EVIDENCE

In order for evidence to be considered for assessment purposes, it must be:

- sufficient
- relevant
- current
- authentic

Sufficient evidence

There must be enough evidence to show consistent performance against the criteria, and to meet the appropriate range indicators. Where an assessor feels there is insufficient evidence, additional or supplementary evidence may be requested.

On the other hand, candidates are warned against providing excessive amounts of evidence.

Close contact with mentors, tutors or other members of the scheme will help candidates reach their own decisions about what constitutes `sufficient'.

Relevant evidence

Evidence that is directly relevant to all the performance criteria must be provided. While one piece of evidence may well be relevant to several performance criteria, it must be clear which criteria it is matched against and must display direct relevance to the criteria in question.

Current evidence

Evidence should prove the candidate's current competence. Although evidence from past work can be acceptable, it is usually used to support other evidence. An assessor may accept past evidence, depending on how old it is, how long or how many times the candidate carried out the activity in the first place and whether other, newer, evidence can be found to support it, if only partially.

Authentic evidence

Assessors will need to satisfy themselves that the evidence relates to the candidate's own competence. This does not mean that candidates are manipulating the evidence but rather that work reports, for example, may have been produced as a team. In these instances it is important that candidates should be able to show their personal contributions.

5. SOURCES OF EVIDENCE

Points to bear in mind

In thinking about evidence, candidates should adhere carefully to the assessment requirements of the particular awarding body.

They should bear the following points in mind:

- be guided by the performance criteria and range indicators for each element;
- not all evidence will come from one source;
- most evidence will come from current work;
- evidence of prior achievement and learning may be relevant, especially where evidence of current work is inadequate or not available;
- evidence can be drawn from unpaid work, such as voluntary activities;
- a single piece of evidence may be relevant to more than one element or unit
- personal reports will allow candidates to describe their work and the evidence being presented in a systematic and comprehensive way.

Key questions

In preparing their portfolios, candidates should ask themselves a number of key questions:

- What evidence is already available?
- What evidence is produced on a regular basis in the course of work?
- Are there any items which could be used with slight modifications?
- Who are the current and past managers, colleagues or associates who should be contacted?

6 PORTFOLIO CHECKLIST

The following checklist has been developed from material produced by the Northern Regional Management Centre and covers questions which candidates should ask themselves about the portfolio, prior to presentation for assessment.

1. Is the evidence I am producing relevant to the element(s) of competence I am claiming?

2. Is the evidence I am producing clearly mine? Is it clearly linked to my performance rather than the team I am working with or the output of my staff?

3. Is the evidence I am producing still current? Is it evidence that shows I can meet the standards now?

4. Is the evidence true? Can I show it is actual and not made up?

5. Can I show that my evidence and thinking, at the time, were right for the context in which I was operating?

6. Could I explain the key principles and methods behind what I have done?

7. Could I reasonably say what I would have done if the circumstances had been different?

8. Have I produced enough evidence against all the performance criteria given for the element?

9. Have I produced evidence that I can operate in the range of settings specified by the range indicators, and have I explained how and why the settings are different?

10. Do my personal reports describe 'whole' jobs? Have I avoided listing a ragbag collection of unconnected activities?

11. Have I laid out my portfolio so that the reader, even one without much knowledge of the technical aspects of my job, can easily see where and how I have met specific management standards?

Section 6. Role profiles and job descriptions

1. ANALYSING AND DESCRIBING FUNCTIONS

Within an organisation it should be possible to analyse work roles in functional terms, to produce:

Role profiles	areas of skill, knowledge, and responsibility common to particular groups of staff, e.g.: — all staff at a common grade — all staff within a vocational sector — all staff in a particular team or section — all staff with a particular role such as a tutor
Job descriptions	areas of skill, knowledge and combinations of responsibility particular to an individual job.
Core competences	areas of skill and knowledge needed by *all* staff areas of responsibility common to *all* staff

Since national standards define occupational competence, based on a functional analysis of work roles, it is possible to use relevant national standards as the basis for job descriptions and role profiles.

The use of national standards for:

job descriptions
generic role profiles
core competences

will make it possible to analyse and describe:

human resource requirements
including functional relationships..

Using national standards to define generic roles, and individual job descriptions, will provide a means of:

- clarifying structural and functional relationships within an organisation or team
- clarifying individual responsibility and accountability
- mapping human resource availability against requirements
- human resource planning to meet future organisational requirements
- identifying the range of competences needed by staff
- recruiting and selecting appropriate staff
- identifying training and development needs
- structuring professional development programmes
- identifying relevant accreditation.

Human resource analysis

Role profiles and job descriptions can be revised and reformulated in terms of national standards in order to:

- review the jobs which are being done;
- specify the requisite skills, knowledge and responsibilities;
- examine the functional relationships between one job and another;
- set them in the context of college goals, short, medium and long term;
- identify imbalances in numbers, distribution, skills and functions;
- provide an information base for action, e.g. for recruitment, internal redeployment, training.

Clarifying roles and responsibilities

- defining new job roles, and reviewing existing job descriptions;
- showing gaps and overlaps in responsibilities, enabling anomalies to be corrected;
- establishing relationships between one job and another, both horizontally and vertically;
- specifying precisely what the post holder is expected to do and to what standard of performance, using a nationally recognised language
- enabling non-teaching organisations to recognise the generic aspects of jobs in FE.

Human resource management

- matching recruitment and selection to an analysis of requirements;
- providing a common basis for specifying jobs
- aligning the appraisal process with agreed definitions of roles and responsibilities.

Human resource development

- analysing training and development needs in relation to:
  - college strategic plans
  - existing staff competences
  - outcomes of review and evaluation, including appraisal
- matching staff competences, including the outcomes of training, to national standards-based accreditation.

National standards therefore offer a systematic approach to the management of human resources, by providing a language for analysing and discussing human resource requirements and a means of constructing coherent management systems. National standards can therefore provide a common language for:

recruitment
induction
appraisal / team review
training needs analysis
professional development programmes
accreditation

2. PRODUCING STANDARDS-BASED ROLE PROFILES AND JOB DESCRIPTIONS

The process of reviewing role profiles and job descriptions is in itself valuable. It is good personnel management practice to review job descriptions regularly, because no job or its context stays static for long. In the FE sector, incorporation and changes in curriculum and qualifications have led to shifts in the roles and responsibilities of staff, and these will need to be systematically examined. Analysing roles and responsibilities in terms of relevant national standards can provide a useful basis for constructive dialogue.

The process of producing standards-based job descriptions is more than a mechanical exercise of translating existing job descriptions into a new language. The original purpose may be simply to clarify what people do. The process is likely to involve a review of individual roles and responsibilities, as well as functional relationships within the organisation (both horizontal and vertical). The outcome is likely to include shared recognition of a need for change, which though welcome to many, will seem threatening to some.

Ownership of the process therefore needs to be shared between managers and post holders. Moreover, the process of reviewing and redrafting job descriptions, in terms of national standards, needs to be placed squarely in the context of a positive commitment by the college corporation to HRD.

Producing standards-based role profiles and job descriptions will provide a powerful tool for organisational review and restructuring. However, even outside such a context, the exercise is likely to throw up anomalies in existing management and staffing structures, and individuals' perceptions of their own and others' roles. It is likely to highlight the practical implications of the college's mission and strategic plan, and the role of the individual in achieving the organisation's objectives.

Managing the process

- **Decide who is responsible for the process**, both at a managerial and operational level, e.g:
  - VP / AP Human Resources
  - Senior Management Team
  - Personnel Manager
  - Staff Development Manager / Officer
  - Project Co-ordinator
  - External Consultant

The 'operations manager' will, however, need the authority and resources to co-ordinate the process.

- **Ensure that senior management is fully committed** to and understands the use of national standards, from the start.
- **Ensure that staff are fully briefed**, in advance, about what is going on, including the context and purpose. To promote shared ownership of the process, and a collaborative approach, a cross-college steering group or working group could be established.
- **Provide opportunities for staff to familiarise themselves with national standards**. This will need to include an understanding of the background to standards, their structure and how they can be used. Consideration of the language of the national standards in relation to the college context and an individual's own work, will be particularly important.
- **Ensure that key personnel are involved in the initiative**, including managers with responsibility for quality systems and initiatives, recruitment, staff development, and personnel, and trade union and other staff representatives.

- **Decide on an overall strategy**, for example :
  — Step 1. Initial pilot in targeted areas
  — Step 2. Evaluation and review
  — Step 3. Whole-college initiative

  or

  cascade, starting with senior management team and programme managers

- **Decide on a procedure for formally adopting reformulated job descriptions** and for resolving any disagreements which may arise.

- **Decide on an approach**, for example:
  — peer interviews
  — interviews by internal project team or external consultant
  — line managers working with their staff

- **Decide which posts to target, initially and how many**, for example:
  — the senior management team, to test out the process and to set an example;
  — a sample of programme area team leaders (role profiles)
  — a sample of sections (hierarchical groups with inter-related functions)
  — a number of teams (peers within teams)

- **Identify national standards relevant to the staff involved**, e.g.:
  — Management Standards
  — TDLB
  — Administration
  — Personnel

- **Decide on a procedure**, e.g:
  — invite post holders to analyse their roles (this could be done by interview or task group);
  — match the answers against relevant national standards;
  — seek agreement between post-holders and line managers on the `translation' into national standards;
  — seek validation by reference to other sources, e.g. the perceptions of other people with related functions;

  or

  — invite post holders to match their work roles to relevant national standards;
  — identify similarities and differences between the perceived work role and the standards;
  — decide how to resolve the differences;
  — agree a form of wording for areas not covered by the standards available.

Field tests of the TDLB standards showed the approach outlined below to be productive.

- discuss the nature of the standards with the individual, and also their goals (e.g. personal goals; or the key purpose of their job; or this year's priorities; or a planned change which will affect the competencies expected of the individual);
- agree the areas and units of competence that apply to the individual's job;
- give the individual sufficient time to explore the detailed specification of the relevant standards, and to identify what they mean when applied to their job;
- meet again to discuss the individual's findings; agree the specifications and discuss the implications for personal development.

National Standards for Training and Development Guidelines for Implementation (March 1992)

Comparing strategic analysis of functions with existing job descriptions

An alternative or perhaps complementary approach is to start by *analysing the functions* required by the college for the successful achievement of its objectives. The outcomes of this approach can then be compared with existing role profiles and job descriptions.

This involves:

senior managers identifying the functions within the college, demanded by its 'business' objectives, e.g. marketing, finance, curriculum development

line managers breaking down the functions into the tasks and outcomes or 'operations' required, i.e. what needs to be done and with what result in order to meet the college's objectives

trying to reconcile these with existing job descriptions. In a dynamic environment it may well be necessary to identify and define new functions and skills if existing ones are unlikely to achieve the desired objectives.

For this exercise it is preferable to take a cluster of jobs which are, or perhaps should be, functionally related, rather than to look at jobs in isolation.

Reviewing role profiles and job descriptions

The process of reviewing role profiles and job descriptions in relation to national standards will make it possible to:

- identify existing functional relationships between various jobs. For example, there may be significant gaps and overlaps in responsibility;
- take an overview of the roles and responsibilities within a team, section, department, or the college as a whole;
- restructure as necessary.

The process of using national standards to review job descriptions, and analyse functions, may provide the foundation for a constructive, collaborative approach to restructuring functional relationships and reformulating individual job descriptions.

3 CORE COMPETENCES FOR STAFF

Some colleges are defining core competences for their staff. This could include:

- areas of skills and knowledge needed by all staff;
- areas of responsibility common to all staff.

Wirral Metropolitan College undertook a process of `self-scrutiny' in order to identify:

- external influences and factors heralding change;
- the shape the organisation would have to be;
- the response they would have to make;
- the partnerships they would have to develop;
- the type of staff they would need;
- the skills they would have to achieve.

This resulted in the definition of some core competences for Wirral staff, which could be used as a guide for recruitment and selection, as benchmarks for review and reflection, and as development tools to enhance staff performance.

The core competences which emerged were:

management competence

IT competence

tutoring competence

client service competence, including language, internationalism, quality assurance

job-specific competence

A next step would be to match these competences against available national standards, in order to obtain the benefits of precision, transparency and transferability.

Appendices

I NATIONAL STANDARDS AND NVQS

In 1986 the government initiated the definition of national standards for employment and a system of national vocational qualifications by establishing the National Council for Vocational Qualifications.

Fundamental criteria

To be accredited as an NVQ, a qualification must be:

- based on national standards required for performance in employment, and take proper account of future needs with particular regard to technology, markets and employment patterns;
- based on assessments of the outcomes of learning, arrived at independently of any particular mode, duration or location of learning;
- awarded on the basis of valid and reliable assessments made in such a way as to ensure that performance to the national standard can be achieved at work;
- free from barriers which restrict access and progression, and available to all those who are able to reach the required standard by whatever means;
- free from overt or covert discriminatory practices with regard to gender, age, race or creed and designed to pay due regard to the special needs of individuals.

Criteria for statements of competence

- All NVQs must consist of an agreed statement of competence, which should be determined or endorsed by a lead body with responsibility for defining, maintaining and improving national standards of performance in the sectors of employment where the competence is practised.
- Responsibility for defining statements of competence rests with the recognised lead body, which should be led by employers, working with employees (including Trades Unions) and their education and training advisers.
- Competence must be specified in an NVQ statement of competence in a way which provides for breadth of application, so that:
  - the area of competence covered has meaning and relevance in the sector of employment concerned;
  - the competence covered is broadly comparable with other NVQs at the same level, particularly those in similar or adjacent areas;
  - the range of competence is broad enough to give flexibility in employment and enhance employment and promotion opportunities;
  - a basis for progression in both the sector concerned and related sectors is provided;
  - adaptation to meet new and emerging occupational patterns is facilitated;
  - there is no overt or covert discrimination against any sector of the community in the wording or content of the statement for competence.

- The NVQ statement of competence should be derived from an analysis of functions within the area of competence to which it relates.

  It must reflect:

  — competence relating to task management, health and safety and the ability to deal with organisational environments, relationships with other people and unexpected events;

  — the ability to transfer the competence from place to place and context to context;

  — the ability to respond positively to foreseeable changes in technology, working methods, markets and employment patterns and practices;

  — the underpinning skill, knowledge and understanding which are required for effective performance in employment.

- Where areas of competence are common to a number of employment sectors, lead bodies will be expected to use generic units of competence whenever possible. These will often be produced by appropriate cross-sectoral lead bodies.

Criteria for National Vocational Qualifications NCVQ (March 1991)

2. THE NATIONAL STANDARD FOR EFFECTIVE INVESTMENT IN PEOPLE

An Investor in People makes a public commitment from the top to develop all employees to achieve its business objectives.

- Every employer should have a written but flexible plan which sets out business goals and targets, considers how employees will contribute to achieving the plan and specifies how development needs in particular will be assessed and met.
- Management should develop and communicate to all employees a vision of where the organisation is going and the contribution employees will make to its success, involving employee representatives as appropriate.

An Investor in People regularly reviews the training and development needs of all employees.

- The resources for training and developing employees should be clearly identified in the business plan.
- Managers should be responsible for regularly agreeing training and development needs with each employee in the context of business objectives, setting targets and standards linked, where appropriate, to the achievement of National Vocational Qualifications (or relevant units) and, in Scotland, Scottish Vocational Qualifications.

An Investor in People takes action to train and develop individuals on recruitment and throughout their employment.

- Action should focus on the training needs of all new recruits and continually developing and improving the skills of existing employees.
- All employees should be encouraged to contribute to identifying and meeting their own job-related development needs.

An Investor in People evaluates the investment in training and development to assess achievement and improve future effectiveness.

- The investment, the competence and commitment of employees, and the use made of skills learned should be reviewed at all levels against business goals and targets.
- The effectiveness of training and development should be reviewed at the top level and lead to renewed commitment and target setting.

Resource lists

SOURCES OF INFORMATION AND ADVICE

Awarding bodies

Business and Technical Education Council
(BTEC)
Tavistock House South
Entrance D
Tavistock Square
London WC1A 9LG
Tel: 071-413 8400

BTEC
Publications & Despatch Unit BTEC
Central House
Upper Woburn Place
London WC1W 0HH

City & Guilds of London Institute
(CGLI)
46 Britannia Street
London WC1X 9RG
Tel: 071-278 2468

CGLI Sales Section
76 Portland Place
London W1N 4AA

Institute of Training and Development
(ITD)
Marlow House
Institute Road
Marlow
Buckinghamshire SL7 1BD
Tel: 0628-890123

Pitmans Examinations Institute
Catteshall Manor
Godalming
Surrey
SU7 1UU
Tel: 0483-415 311

RSA Examinations Board
Westwood Way
Coventry CV4 8HS
Tel: 0203-470033

ScottishVocational andEducation
Council (SCOTVEC)
Hanover House
24 Douglas Street
Glasgow G2 7NQ
Tel: 041-248 7900

For information on Investors in People contact:

Business Communications Branch
Moorfoot
Sheffield S1 4PQ
Tel: 0742-753275

or your local TEC

Scotland
For further information on Investors in People in Scotland and your Local Enterprise Company contact Scottish Enterprise or Highlands and Islands Enterprise.

Scottish Enterprise
120 Bothwell Street
Glasgow G2 7JP
Tel: 041 248 2700

Highlands and Islands Enterprise
Bridge House
20 Bridge Street
Inverness IV1 1QR
Tel: 0463-234171

For information about NVQs contact

National Council for Vocational Qualifications (NCVQ)
222 Euston Road
London NW1 2BZ
Tel: 071-387 9898

Information on Scottish Vocational Qualifications (SVQs) is available from:
Scottish Vocational Education Council (SCOTEVC)
Hanover House
24 Douglas Street
Glasgow G2 7NQ
Tel: 041-248 7900

To find out which Industry Training Organisation covers your sector contact:

National Council of Industry Training Organisations (NCITO)
5 George Lane
Royston
Herts SG8 9AR
Tel: 0763 247285

For more information on management competences and the Management Charter Initiative contact:

The Management Charter Initiative
Russell Square House
Russell Square
London WC1B 5BZ
Tel: 071 872 9000

For more information on the Training and Development Lead Body contact:

The TDLB Helpline
TDLB General Enquiries
Training and Development Lead Body
PO Box 28
Rugby
Warwickshire CV22 7UH
Tel: 0788 577503

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Accrediting Prior Learning (An open learning training pack for advisers and assessors) Open University

NVQs and Prior Learning (incl. video) NCVQ, price £39

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APL in the context of NVQs Gilbert Jessup, NCVQ R & D Report No.7 (April 1990) A TEED Perspective Simosko Associates, Employment Department, Crown Copyright

APL RSA Guide RSA Examination Board (1991)

Handbook for APL CGLI March (1990), price £10.00

Open Learning Pack for APL Validators CGLI price £16.00

APL: General Guidelines BTEC (1990)

APL, Credit for Learning Information Sheet I, National Council for Education Technology, Sir William Lyons Rd, Science Park, Coventry CV4 7EZ, Tel.0203 416994 (February 1993)

APPRAISAL

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Staff appraisal: the FE pilot schemes B. Lee, NFER (1991)

ASSESSMENT

Assessing Candidate Performance, training programmes for assessors of NVQs, GNVQs, Core Skills Units Available as VHS videotape or interactive video disc from NCVQ, 222 Euston Road, London NW1 2BZ, Tel: 071 728 1893

Assessing Competence Workplace Assessors' pack Open College

Assessing Competence RSA Assessor Award Training Pack, RSA

Assessing Guidelines Project Report, BTEC/CNAA

Assessment of Work Based Learning - Ways of Recognising Achievement FEU (1992)

Understanding Accreditation FEU/UDACE 1992 ISBN 1 85338 285

Assessing Competence — A Straightforward Guide Brown & Edwards, College of NW London June 1992, available from The Training and Consultancy Unit, The College of North West London, Denzil Road, London NW10 2XD OR Jill Evans, Hendon College, Abbots Road, Burnt Oak, Edgware, Middx, HA8 0QR Price ú2.00

A Guide to Qualifications based on TDLB Standards. EARAC and SRCET (in collaboration with ED). Obtainable from The Association of Colleges in the Eastern Region (ACER), Merlin Place, Milton Road, Cambridge, CB4 4DP Tel: 0223 424022

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Business Success Through Competence Investors In People, CBI AND C&G, ISBN 0 85201 352 3

Investors in People Briefing Documents Employment Dept. (1990)

Investing in People - Towards a Corporate Capability by Peter Critten 1993. Butterworth Heinemann, available from Reed Book Sources Ltd, PO Box 5, Rushden, Northants NN10 9YX

MANAGEMENT DEVELOPMENT

The Assessment of Management Competence, Employment Dept/CNAA/BTEC (1990)

Management Charter Initiative (MCI) publish a range of information material. MCI, Russell Sq House, Russell Sq, London WC1B 5LF 071 872 9000

Management Standards Directive available from MCI. Member £185, non-members £230

Crediting competence a list of licensed centres, available from MCI

BTEC Certificate in Management Level 4 Part I Guidelines ISBN 0 7464 0298 8 BTEC Publications Code 54-077-1 *Part 2 Standards (Level 4)* ISBN 0 7464 0299 6 BTEC Publication Code 54-079-1

*BTEC Certificate in Management Level 5 Part 1: Guidelines*Publications Code 54-023-2 *Part 2: Standards* ISBN 0 7464 0304 6 BTEC Publications Code 54-022-2

MENTORS

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TERMINOLOGY

Work-Based Learning Terms — a Guide Definitions & Commentary, The Staff College / Employment Dept, Crown Copyright (1989)

Glossary of Abbreviations (GAB), Employment Department, Michael Kennedy, C53b (Library), Steel House, Tothill Street, London SW1H 9NF

DATABASES

The NVQ database provides detailed information on all NVQs, listing units, elements and specific performance criteria. Further information is available from NCVQ on 071 387 9898.

MARIS On-Line is a database holding information on open learning materials in Europe and the UK. Further information is available on 0353 661284.

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Standards in Action is presented in a series of booklets so that it can be dispersed to:

- the various managers who need to see and make links between aspects of strategic planning, quality assurance, HRM and HRD;
- the various co-ordinators, professional tutors, staff development officers and others concerned with specific applications of the standards.

It is envisaged that the booklets will be of interest to a variety of users, as follows:

BOOKLET	CONTENTS	USERS
Booklet One: *Laying the Foundations*	General introduction 1: Using national standards for HRM and HRD 2: Laying the foundations Appendices Resource lists	Managers with responsibility for: Quality HRM HRD/staff development Corporate development Strategic planning Investors in People Staffing/personnel Curriculum Other users (see below)
Booklet Two: *Using national standards in Appraisal*	Using standards in appraisal Resource lists	Managers with responsibility for appraisal Appraisal co-ordinators Trades union officers Staff development officers
Booklet Three: *Assessor and internal verifier awards*	Assessor and internal verifier awards Resource lists	GNVQ co-ordinators NVQ co-ordinators Staff development managers Enterprise Unit managers Assessor training co-ordinators HE providers
Booklet Four: *Standards-based management development*	Standards-based management development Resource lists	Management development tutors Universities and other providers Mentors
Booklet Five: *Standards-based initial teacher training*	Standards-based initial teacher training Resource lists	ITT providers Tutors of Cert. Ed. (FE) and C&G 7307 programmes Professional tutors